Resources for early language learning already produced by the ECML

FREPA

A Framework of Reference for Pluralistic Approaches to Languages and Cultures

Competences and resources

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With the participation of Muriel Molinié

A HANDBOOK FOR CURRICULUM DEVELOPMENT AND TEACHER TRAINING

THE LANGUAGE DIMENSION IN ALL SUBJECTS

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with contributions by Joseph Sheils

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EMPOWERING LANGUAGE PROFESSIONALS
VALORISER LES PROFESSIONNELS EN LANGUES
SPRACHLERNENDE IN IHRER ROLLE STÄRKEN

CLIL-LOTE-START

Content and Language Integrated Learning for Languages Other Than English

Getting Started!

Information brochure and interactive web portal
Case example: German as a Foreign Language

Clil LOTE START

European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

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Assessment of young learner literacy linked to the Common European Framework of Reference for Languages

Angela Hasselgreen, Violeta Kalėdaitė, Natàlia Maldonado Martín and Karmen Pižorn

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Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

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EMPOWERING LANGUAGE PROFESSIONALS
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SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN

PLURILINGUALISM AND PLURICULTURALISM IN CONTENT-BASED TEACHING
A TRAINING KIT

This publication results from an ECML project coordinated by
Mercè Bernaus, Áine Furlong, Sophie Jonckheere and Martine Kervran.
Associate partners: Peter Daniel MacIntyre and Fernando Trujillo Saez

The training kit shows in which way the languages and cultures present in the classroom can be developed as a cross-curricular resource at primary and secondary level. It offers twenty-six content-based didactic units in English, French and Spanish to be used in classrooms.

CONTENT AND LANGUAGE EDUCATION

WHO IS IT FOR?

- Primary and secondary school teachers working with learners from different linguistic and cultural backgrounds
- Teacher trainers looking for a training kit with very practical resources
- Educational inspectors and decision-makers faced with accommodating diversity in the school curriculum

WHAT IS ITS CONTENT?

Educational institutions increasingly face the challenge of accommodating learners from a wide range of linguistic and cultural backgrounds in their classrooms. The training kit presents an innovative way of managing diversity in the classroom by combining plurilingual and pluricultural approaches with content-based instruction. The reader will discover how content-based and plurilingual activities can be linked to several subjects of the curriculum.

The accompanying website presents sample activities which illustrate the approach outlined in the rationale. A primary school teacher will, for example, find an activity suitable for mathematics, sports and/or music and a secondary school teacher of civic, social and political education may be interested in testing out plurilingual comparative text work on the theme of the Universal Declaration of Human Rights.

WHAT IS ITS ADDED VALUE?

The training kit:

- assists teachers in creating content-based and plurilingual materials in English, French and Spanish that can be linked to several subjects of the curriculum;
- promotes strong links between language teachers and teachers of other disciplines.

THE PUBLICATION CONSISTS OF:

- a book, available in English (ISBN 978-92-871-7157-3) and French;
- the website http://conbat.ecml.at including 26 didactic units and the downloadable version of the book.

http://conbat.ecml.at

The European Centre for Modern Languages (ECML) is a Council of Europe institution promoting excellence in language education in its member states. http://www.ecml.at

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ENSEIGNEMENT PRECOCE DES LANGUES PAR DES CONTENUS DISCIPLINAIRES

UNE APPROCHE INTERCULTURELLE, TRANSDISCIPLINAIRE ET BASEE SUR L'AUTONOMIE DE L'APPRENANT

Ce site web est le résultat d'un projet du CELV coordonné par
Renate Krüger, Chantal Muller, Dorieta Zdravkova Chakarova et Dominique Groux

LES DESTINATAIRES

- Enseignants de langues étrangères du primaire
- Formateurs d'enseignants
- Futurs enseignants de langues étrangères
- Concepteurs de programmes
- Apprenants de 6 à 11 ans

LES CONTENUS

L'apprentissage des langues étrangères par des contenus à l'école primaire donne accès à des savoirs disciplinaires. Cette approche permet de relier les différents savoirs entre eux et favorise une meilleure compréhension du monde.

Pour atteindre ces objectifs, la publication propose des modules interdisciplinaires qui traitent de thèmes universaux et intemporels vus sous l'angle de la culture du pays cible. Les modules contiennent un descriptif des activités, des documents pour les enseignants et du matériel pour les élèves. L'ensemble de ce matériel est disponible sur le site web.

LA VALEUR AJOUTÉE

- Du matériel pratique facilement utilisable en classe et conforme aux programmes existants
- Des informations complémentaires pour les enseignants
- Une méthodologie active qui favorise l'autonomie et l'acquisition de compétences transversales, ainsi que l'ouverture interculturelle aux autres

LA PUBLICATION COMPREND :

- le site web http://eplc.ecml.at disponible en allemand et français qui contient 16 modules pour l'allemand et le français comme langues étrangères. De plus, certains modules sont également proposés en russe, en anglais et en espagnol.

La publication propose des modules basés sur des contenus disciplinaires pour l'enseignement et l'apprentissage des langues étrangères dans les écoles primaires. Ces modules proposent des feuilles de travail pour les élèves, ainsi que des lignes directrices pédagogiques pour les enseignants du primaire.

LES CONTENUS ET L'EDUCATION AUX LANGUES

http://eplc.ecml.at

Le Centre européen pour les langues vivantes (CELV) est une institution du Conseil de l'Europe qui promeut l'excellence dans l'éducation aux langues dans ses Etats membres. http://www.ecml.at

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Migration and Language Education

Plurilingual Education

Early Language Learning

Collaborative Community Approach to Migrant Education

A virtual open course for educators

Photo: Howard County Library System via flickr C.C.2.0: https://www.flickr.com/photos/hocolibrary/8287629301/

The resources offer innovative ways to enhance young migrants' education by developing links between schools, the home and local partners in education. This educational joint venture develops the learners' skills in the language of schooling as well as their plurilingual competences.

Resources

A website including:

- a Virtual Open Course hosted on a Moodle platform
- strategies and materials for trainers in multilingual educational settings

I now am more aware of the fact that you develop learning power when you connect school, families and community.

Frederike Groothoff - Utrecht University, the Netherlands

FR EN

The resources are for

- teachers (language teachers, subject specialists, complementary school/heritage language teachers) across pre-school, primary and secondary sectors
- teacher educators and teaching assistants
- school administrators and psychologists
- parents/caregivers
- community language organisations

Authors

Andrea Young, Roula Tsokalidou, Ruth García Carrasco, Vicky Macleroy

www.ecml.at/community

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PARENTS

Parents and teachers: working together for plurilingual and intercultural education

Why develop plurilingual and intercultural education together?

TO PROMOTE LIVING TOGETHER
to develop welcoming attitudes towards diversity and minorities
to create links between people and the different cultural and linguistic communities that characterise our society
social issue

TO HELP CHILDREN ESTABLISH CONNECTIONS
between the knowledge they have acquired in their family and social environnments and at school
cognitive issue

TO HELP CHILDREN BUILD THEIR PLURILINGUALISM
psychological and affective issue

TO GIVE MORE SENSE TO SCHOOL
by connecting it more to society
education issue

Scientific research shows that:

1. it is easier for a child to become bi/plurilingual when all their languages are valued and when making connections between languages is encouraged;
2. it is important that parents keep using their family language(s) with their children and that teachers use family languages to help children establish connections between the language(s) of their environment;
3. it is easier for children to engage in the languages that are taught at school when their own languages are recognised, because these languages are practised in the family environment and by the children;
4. valuing children's different languages and cultural backgrounds boosts the self-confidence and self-esteem that are necessary for eduational and professional success;
5. parents' participation in school activities establishes a relationship of mutual confidence between schools and families, and helps children to dedicate themselves to their schooling.

Parents, teachers and children share their knowledge of music and dances from around the world. This activity improves cooperation between schools and families. (Escola Pia de Catalunya, Barcelona, Spain).

A grandmother discovers a Provencal song (Kindergarten La Serinette, Toulon, France).

parents.ecml.at

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European portfolio for pre-primary educators

The plurilingual and intercultural dimension

Francis Goullier
Catherine Carré-Karlinger
Natalia Orlova
Maria Roussi

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Different aims of « language development » in the pre-primary education

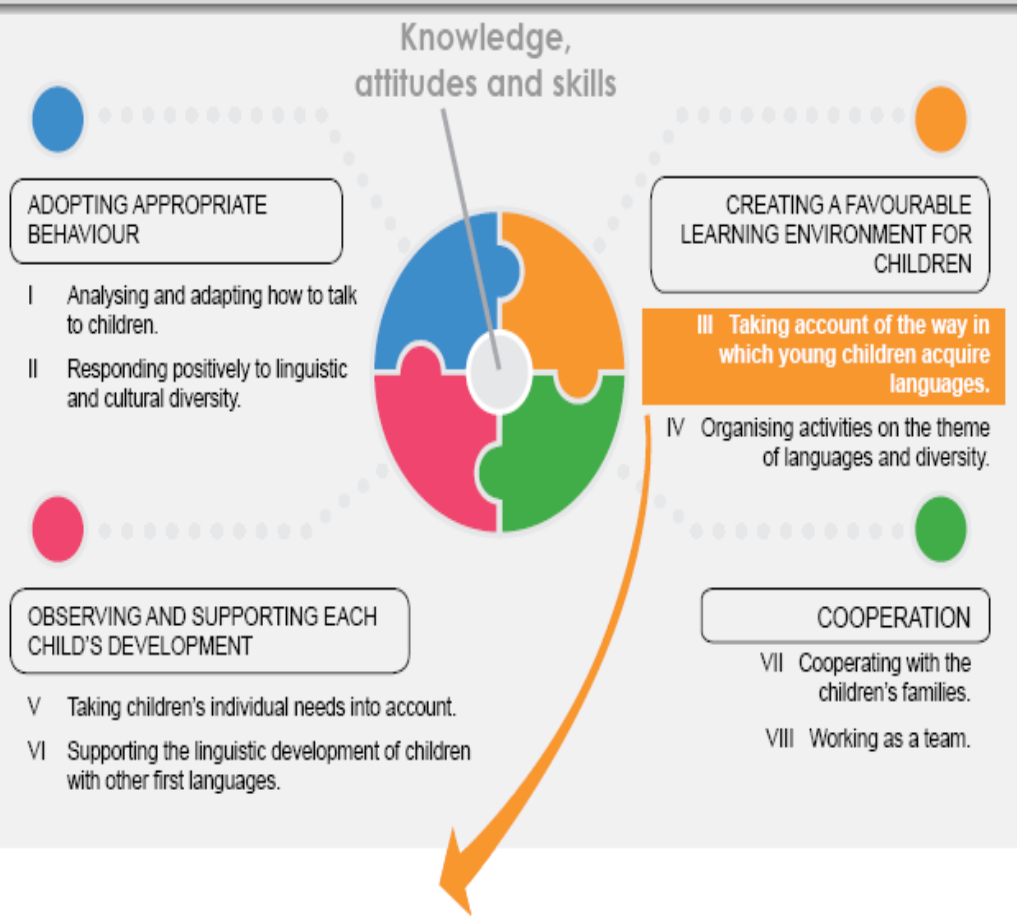
- Acquiring the dominant language and (future) « language of schooling»
- Bilingual education
- « Learning » a foreign language
- Language awareness
- Needs and ressources of children with (an) other first language(s)

4. I can take account of the emotional dimension in linguistic exchanges with and between the children.

- How can I build a relationship of trust with each child?
- How can non-verbal communication on the part of the educator contribute to the quality of exchanges with the children?
- What role can I get a character (such as a puppet, soft toy etc.) to play in order to start using a foreign language in a way that is stimulating for the children?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:



1. I can organise the classroom space in a way that encourages the children to join in with language-related activities and to interact with each other.
2. I can encourage the children to use non-verbal communication to support oral expression.
3. I can make use of each activity to foster the children's linguistic development.
4. I can take account of the emotional dimension in linguistic exchanges with

5. I can use the resources offered by information and communication technologies to develop the children's language skills and cultural awareness.
6. I can also…

ADOPTING APPROPRIATE BEHAVIOUR

I Analysing and adapting how to talk to children.

II Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III Taking account of the way in which young children acquire languages.

IV Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V Taking children's individual needs into account.

VI Supporting the linguistic development of children with other first languages.

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

Language biography

The aim of the language biography is to encourage you to reflect upon your own experience of language and languages, those used both by yourself and by the people around you. You can make a subjective choice of situations and events that you have personally experienced, without necessarily presenting them in chronological order. The idea is to collect and describe these situations and to relate them to each other in the form of autobiographical accounts.

By recalling and recounting these situations and events, you will be able to link up the many impressions that languages have left on each layer of your memories. Those flashes of memory will thus regain a degree of coherence, enabling you to look critically at your personal relationship with language and languages and to better understand how they affect your behaviour and attitudes.

All learning takes place through language. It is essential for each educator to reflect upon his or her relationship with languages and to be aware of the many forms that plurilingualism can take. Foreign languages may of course be part of a person's

However, this general reflection on your individual repertoire should not lead you to ignore the specific characteristics that apply to the learning and use of foreign languages, and to the self-assessment of your proficiency in them. This is the subject of another section of PEPELINO.

By exploring your own experience of language and languages you can:

- record the different times, places and resources that led to the development and acquisition of your own language repertoire;
- identify your own emotional associations with the languages;
- perceive the cultural dimension of languages and understand the role played by language and languages in building a person's identity;
- challenge your own attitudes to languages and cultures;
- develop teaching behaviour that is conducive to plurilingualism.

First step: draw your language portrait!

The language portrait is a creative activity designed to stimulate a process of reflection about your emotional relationship with language and languages. This portrait provides an overview of your language resources. The different colours symbolise your emotional relationship with each element in this repertoire. Use the silhouette below to indicate the importance and functions that you attribute to your languages.

How do I draw this language portrait?

- Drawing and colouring in: choose the colours and what they symbolise for you. Draw your language resources on the figure below. You will need coloured pencils, a bit of time (20 to 30 minutes) and a little concentration. Before colouring the figure in, consider for a moment the following question: which languages and which language forms and registers are important in your life?

colour language

☐ .....

☐ .....

☐ .....

☐ .....

☐ .....

☐ .....

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